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ABSTRACT

The assumption that self-concept can be taught and is, therefore, a legitimate educational objective underlies this package of teacher activities. The package offers elementary school teachers multiple self-concept exercises, and the techniques and procedures for their implementation in the classroom. The specific purpose of each exercise is stated. Positive classroom communications and stronger individual and group self-awareness are emphasized in the activities. While the goals of the activities vary, their overall purpose is to enhance peer expression of self-concept--of how a student feels about himself and those around him. The teacher's awareness of his or her own important role in the child's life is also an essential goal of these exercises. A bibliography is included. (Author/PK)

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TEACHER ACTIVITY PACKAGE



GRADES 2-6

ED167904



CG 013308

This package includes materials which were revised from the previous TAP-Self Concept as well as some new materials. Suggested grade levels have been assigned to each activity.

Much of the credit for this package has to go to the thirty-six elementary and intermediate level teachers who used these materials in their classrooms and evaluated their usefulness.

Many of the activities in this revised edition are found on different pages than they were previously. Similar activities have been grouped together so teachers will be better able to present the activities in a more logical order.

DRUG PREVENTION EDUCATION

Cooperative Educational Service Agency Number Eight
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TABLE OF CONTENTS

	<u>Page</u>
THE TEACHER AND SELF CONCEPT.	1
FEELING VOCABULARY	3
IALAC - GRADES 2-6	5
VALIDATION OF SELF AND OTHERS - GRADES 2-6	10
GROUP APPROVAL - GRADES 4-6	11
SELF AWARENESS - GRADES 3-6	12
BIRTH ORDER - GRADES 2-6	13
EVERYONE HAS TALENTS - GRADES 2-6	14
THE PROUD WHIP - GRADES 2-6	15
INDIVIDUAL APPROVAL - GRADES 2-6	18
I AM SPECIAL - GRADES 2-6	18
SHARING ONE'S FEELINGS - GRADES 2-3	19
CHECKING THINGS OUT - GRADES 2-6	20
ANIMAL RACES - GRADES 2-3	22
COLORING ONE'S FEELINGS - GRADES 2-4	23
TALKING ABOUT FEELINGS - GRADES 2-3	24
THE FEELINGS DIAL - GRADES 2-3	25
TENSION BAROMETER - GRADES 4-6	26
FRUSTRATION - GRADES 4-6	28
HERE AND NOW WHEEL - GRADES 4-6	30
FEELINGS CONTINUUM - GRADES 4-6	31
NON-VERBAL COMMUNICATION - GRADES 2-4	33
IF I COULD BE - GRADES 2-3	34
SECRET FRIEND - GRADES 2-6	35
BUILDING WHOLESOME ATTITUDES - GRADES 3-6	36

STUDENT AND PEER ASSESSMENT - GRADES 5-6	37
GLASSES - GRADES 3-6	44
GRIPE SESSION - GRADES 4-6	48
SELF CONCEPT - GRADES 4-6	49
THE FARAWAY ISLAND - GRADES 5-6	50
ALTERNATIVE TO DRUGS/ALCOHOL - GRADES 4-6	51
BIBLIOGRAPHY	52

THE TEACHER AND SELF CONCEPT

The most important single element affecting individual behavior is the picture we have of ourselves. What we do, what we are becoming, and how we react to situations and problems, is the end result of how we see ourselves. The situations which we find ourselves in, and the concepts we have about ourselves determine our behavior.

Self concept is all the thousands of things we believe in varying intensity about who we are as a person. This makes us different from every other person. Of even greater importance than the description of ourselves is the value we place upon the qualities of self and the material things we value. These things are the extension of ourselves; i.e., homes, cars, dress, clubs or other groups to which we belong. We identify with a feeling of oneness with those individuals and groups which have special value to us because they are an extension of ourselves. This is one of the reasons we join certain groups--so that we are able to expand our self concept to include other individuals.

Once we have firmly built a concept about ourselves, everything we see, hear, do, evaluate and understand is filtered through the medium of that concept.

Our self concept begins even before we are born and continues thereafter through the basic senses of seeing, hearing, feeling and tasting. We begin to sort out the things which are "me" and "not me" through the process of exploration and trial and error, and gradually a sense of self is developed.

We learn about ourselves more rapidly as our language skill develops and we begin to associate and interact with other people who surround us. The way we are treated by other people close to us, and considered important to us, teaches us whether we are liked or disliked, respected or not respected, successful or not successful. What we learn about ourselves is the result of our interpretations of the experiences we have had with other people. A person can never "unexperience" what has once happened to him.

A respected teacher who reprimands a child in the hope that such action will spur the child on to greater effort, may learn to his dismay that such strategy has had exactly the opposite effect. Through the child's own perceptions, he will consider himself stupid or not good for much. The child has formed an opinion about himself through this experience which was completely unintentional by the teacher. Often these experiences carry considerably more weight and permanence in determining the child's future behavior than the teacher had intended. Only when similar types of experiences over extended periods of time occur in the life of a child, does he begin to have negative feelings about himself. The most important changes in self concept such as those related to values and beliefs, occur slowly and over extended periods of time.

Self concept can be taught and is, therefore, a legitimate educational objective. Because the way a child views himself is the result of his interactions with the important people in his life, it is imperative that the teacher extend every effort to establish an image which will make him important and necessary in the child's life. He must establish a partnership with the child. He must create conditions and experiences designed to aid, help, facilitate, encourage and praise the child. The teacher must think of the child as his teammate rather than as an object to be forced, coerced, threatened or bribed into learning things which the teacher thinks are necessary for "the child's own good."

What the teacher communicates verbally or non-verbally to the child is subject to the child's interpretation. This is because the child has previous experiences of which the teacher has no knowledge. Each of these communications contribute, consciously or unconsciously, to a child's image of himself. A teacher must be secure and concerned enough to realize that the impact of his personal interactions with a child contributes intensely to the child's interpretation of his own personal values.

FEELING VOCABULARY

Positive Feelings

<u>INTENSE</u>	<u>STRONG</u>	<u>MODERATE</u>	<u>MILD</u>
loved adored idolized	enchanted ardor infatuated tender	liked cared-for esteemed affectionate fond	friendly regarded benevolent
alive	vibrant independent capable happy great proud gratified	excited patient strong gay good inspired anticipating strong amused	wide-awake at-ease relaxed comfortable content keen amazed alert sensitive
wanted lustful worthy pity respected empathy awed	worthy passionate admired sympathetic important concerned appreciated consoled	secure yearning popular peaceful appealing determined	sure attractive approved untroubled graceful
elation enthusiastic zealous	delighted eager optimistic joyful courage hopeful	pleased excited interested jolly relieved glad	turned-on warm amused
courageous	valiant brave brilliant	venturous peaceful intelligent	daring comfortable smart

FEELING VOCABULARY

Negative Feelings

<u>MILD</u>	<u>MODERATE</u>	<u>STRONG</u>	<u>INTENSE</u>
unpopular	suspicious envious enmity aversion	disgusted resentful bitter detested fed-up	hate unloved abhor loathed despised
listless moody lethargic gloomy dismal discontented tired	dejected unhappy bored bad forlorn disappointed wearied	frustrated sad depressed sick disconsolate dissatisfied fatigued	angry hurt miserable pain lonely cynical exhausted
indifferent unsure impatient dependent unimportant regretful	torn-up inadequate ineffectual helpless resigned apathetic shamed	worn-out useless weak hopeless forlorn rejected guilty	worthless impotent futile abandoned estrangement degraded
bashful self-conscious	shy uncomfortable	embarrassed inhibited	humiliate alienated
puzzled edgy upset reluctant timid mixed-up	baffled confused nervous tempted tense worried perplexed troubled	bewildered frightened anxious dismayed apprehensive dreadful disturbed	shocked panicky trapped horrified afraid scared terrified threatened
sullen provoked	disdainful contemptuous alarmed annoyed provoked	antagonistic vengeful indignant mad	infuriated furious

IALAC

GRADES 2 - 6

The IALAC presentation is a good introduction exercise to self concept. The IALAC story is a dramatic presentation of the erosion of self concept resulting from negative experiences in daily interpersonal relations. A sign with the acronym "IALAC" is used to present the concept - "I AM LOVABLE AND CAPABLE". During the course of a day a child is confronted with obstacles which tend to tear his self-image sign. For each negative incident which occurs, a piece of the sign is ripped off. For every positive incident (self-image building) a piece is added to the sign. Thus, it is emphasized that a person's self concept (or IALAC sign) can be added to or ripped away.

In using this technique with students, two things should be emphasized. Number one--when we are young, say ten or younger, our IALAC sign has tremendous strength to bounce back or rebuild again overnight without positive feedback. When we get to age fifteen or older, our IALAC sign does not have the strength to rebuild overnight if it has been torn at too much. Number two--because of number one, we need to protect our own IALAC self-image by protecting others' self-images.

This technique illustrates how people can intentionally or unintentionally injure the feelings of others. When telling the story, hold the IALAC sign up in front of you to illustrate what you are saying. As you tell the story, certain things happen to the main character which either builds up his self-image or makes him feel rejected. Depending on what effect each event has on the character, you either tear off a piece of the sign or patch a fragment back on. Tell the story, adding personal touches or modifications to suit your particular situation.

This technique can vividly illustrate how people can intentionally or unintentionally injure the feelings of others.

Story of IALAC

This is a story about an eight year old boy I am going to call Johnny. However, the name is not important. It could be Mary, Tom, Sue, etc. It is 7:00 A.M. and the alarm goes off. Johnny is starting his day. The first thing he does is put on his IALAC sign. IALAC stands for I AM LOVABLE AND CAPABLE. Johnny decides to crawl back into bed just for a few minutes. Suddenly, he is awakened by his mother's screams, "Get out of bed this very minute you lazy thing." This rips a piece off his IALAC sign because his mother called him a lazy thing.

The following are some examples of instances that could occur throughout Johnny's day that you might want to work into the story:

1. Sister calls him a little creep when he tells her to hurry up and get out of the bathroom because he is running late.
2. Mother tells him at the breakfast table that he is so lazy.
3. On the way to school, his friends are walking on the other side of the street and he knows they see him but they don't ask him to join them.
4. When he gets to class he realizes he left his history report at home. The teacher gives him an F for not turning in his homework assignment.
5. In gym class, the team captain picks team members for volleyball and he is the last one picked.
6. In the course of the volleyball game he gets the winning point. (This puts a piece back on his IALAC sign.)
7. His teacher compliments him on his good grade on the spelling test. (This puts a piece back on his IALAC sign.)

Johnny continues having positive and negative experiences throughout the day. When he goes to bed that night, he takes his sign off. It is a lot smaller than what it was that morning. The next morning, Johnny's sign is almost whole again. Johnny is lucky because when you are Johnny's age (eight years old) you can grow a new IALAC sign overnight. However, if significant others in Johnny's life keep destroying his IALAC sign, when he gets older he will not be able to rebuild his sign overnight. Older people who constantly have had their IALAC sign destroyed go around destroying other peoples' signs because they don't want other people to have bigger signs than theirs.

Additional Comments:

The IALAC story can be used at all grade levels just by changing the format of the story. When used with younger children (Grade 2) it is important to emphasize that IALAC is something (feelings) within themselves and not something that only happens when they have a sign around their necks.

Follow-up Activities:

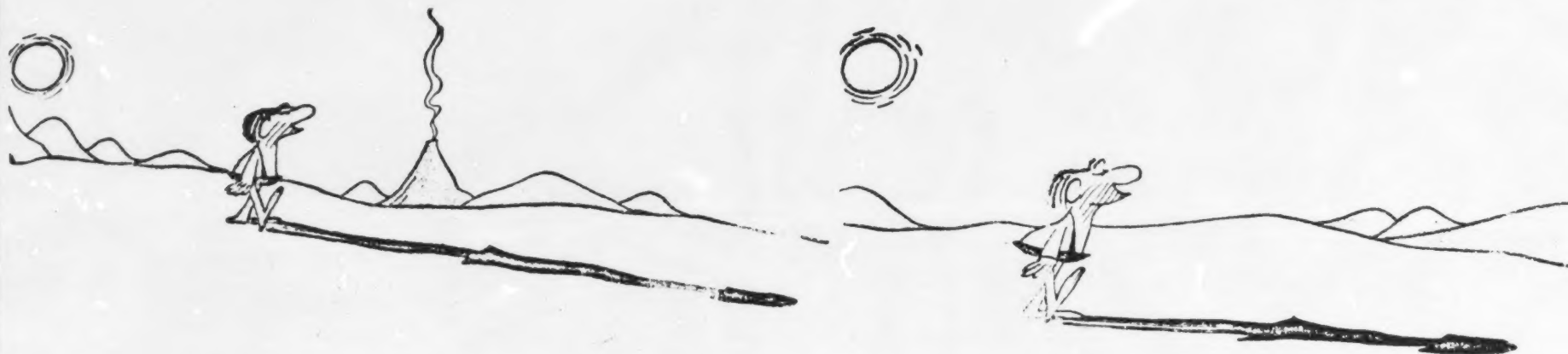
1. At the end of the story, Voting Questions can be used to help children think about times they tore someone else's IALAC sign or someone tore theirs. (Voting Questions are discussed in the Values Package.)

2. Ask students to go home and do something to build up someone's IALAC sign from their family and come back the next day and share it with the class.
3. Ask students to try and build up someone's IALAC sign from class and at the end of each day, have someone share with the class what he/she did.
4. Have the class make a large IALAC sign that is visible to the whole class. The sign represents the school day spent in class. When either you or your students hear a put-down during class, tear a piece off the sign.
5. Students can write their own dialogue to the IALAC story as part of a language art, reading, or English assignment.

On the following page, there is a B.C. comic strip which shows the erosion of self-identity. You may wish to reprint this and discuss it with your students after telling the IALAC story.

B.C.

By Johnny Hart



Good behavior and bad behavior are both learned. Let's concentrate only on good behavior and on positive rewards from our children. Let's

1. Give the children tasks and assignments geared toward success and to their ability.
2. Give the children time for self-expression and phrase questions where the child is given ample opportunity to be correct.
3. Give the children a unit where they can be friendly, relaxed, and wanted.
4. Give the children situations where frustration and social problems can be dealt with successfully.
5. Give the children a positive attitude by being a person who has a positive attitude.
6. Give the children that extra minute of time where they can feel they are part of what is happening and where the teacher really is interested in what is said.
7. Give the children a unit which is shared equally by all and in which all are responsible for its upkeep.
8. Give the children a firm, honest, and consistent set of regulations they can all live by.
9. Give the children a teacher who enjoys her work and enjoys being with them.

Remember, you and your fellow teachers have IALAC self-images, too. However, adults' IALAC does not revitalize itself as readily as that of a child. Therefore, protect your own IALAC self-image by protecting other teachers' self-images.

VALIDATION OF SELF AND OTHERS

Grades 2 - 6

Develop with the students, on a blackboard, all the positive comments they like to hear said to them or about them, or what they say to other people to make them feel good. After developing this list, use another part of the board to develop a killer statement list (statements that tend to put a person down).

In developing the list of positive statements and killer statements, you will notice the students will probably show more enthusiasm in developing the killer statements than the positive statements. This can be pointed out to the students as possibly being because they have had more practice at saying killer statements than at saying positive statements.

E. G.

<u>Positive Comments</u>	<u>Killer Statements</u>
Good Thought	Nut
I like that idea	Creep
Right on	Scab

This activity is a good follow-up to the IALAC story.

Addition Comments

Another variation is to ask students to list qualities they like a good friend to have. This stimulates discussion of positive comments.

Some students have been found to be reluctant to comment orally but were eager to respond when comments were written.

GROUP APPROVAL

GRADES 4 - 6

The teacher prepares five or six sheets of plain paper with a different student's name on the bottom of each sheet. The number of sheets is determined by the number of rows in the classroom. Only one sheet is sent down each row and the first student in the row is asked to write something positive about the person whose name appears at the bottom of the sheet. This positive statement could concern some skill or ability the person has, such as being good at reading, art, or football; or that person's looks or appearance; or perhaps their hair style or their slacks. The positive statement might also be about them as a person, their friendliness or willingness to share, etc. After writing something positive, the student is asked to fold a portion of the paper over his/her comment and hand the sheet to the person behind him/her. If the student can honestly say he cannot say anything positive about the person on the sheet, he is permitted to scribble some line as if he were writing and then fold the sheet and pass it on.

If a student receives his/her own sheet during the time, this is O.K. They may wish to write something positive about themselves. The emphasis again is on positive statements and the purpose of the activity is to get students to look more positively at themselves.

When the last student is finished with the row's sheet, the teacher may hand the sheets back to the student whose name is on the bottom. On "down days" or whenever a bit of cheering-up is needed, the sheet can be taken out and read or it may be taped to the inside of the student's desk top. Also, it is important for the teacher to sit down individually or as a group with the students who have just received the approval sheets and discuss their feelings about it. Eventually everyone in the class should receive one of these sheets. Each time this activity is done, the teacher may need to emphasize to the class the importance of putting down only positive statements.

SELF AWARENESS

GRADES 3 - 6

Goal: Self-awareness of teacher-student relationship.

Group Size: Works well with classroom size group, although the group could be smaller.

Time Required: 15 minutes

Materials Required: Pencil and paper

Physical Setting: Students work by themselves.

Procedure:

1. Leader (teacher asks students to draw four quadrants marked A, B, C, D. Number each quadrant from 1-3.

A. 1.
 2.
 3.

B. 1.
 2.
 3.

C. 1.
 2.
 3.

D. 1.
 2.
 3.

2. In quadrant A, list three things you say or do that you know irritate teachers.
3. In quadrant B, list three things teachers say or do that irritate you.
4. In quadrant C, list three things you say or do that please teachers.
5. In quadrant D, list three things teachers say or do that please you.
6. At this point, ask if anyone would be willing to state a quadrant and read all three or any of the three items in that quadrant. Do not single anyone out.

NOTE: If many people are willing to read their list, make note of which quadrants are read. Quadrant C may be one quadrant that is not spoken of very often. This observation could be brought out to the class.

GROUP APPROVAL

GRADES 4 - 6

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A.	1.	B.	1.
	2.		2.
	3.		3.
C.	1.	D.	1.
	2.		2.
	3.		3.

2. In quadrant A, list three things you say or do that you know irritate teachers.
3. In quadrant B, list three things teachers say or do that irritate you.
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5. In quadrant D, list three things teachers say or do that please you.
6. At this point, ask if anyone would be willing to state a quadrant and read all three or any of the three items in that quadrant. Do not single anyone out.

NOTE: If many people are willing to read their list, make note of which quadrants are read. Quadrant C may be one quadrant that is not spoken of very often. This observation could be brought out to the class.

BIRTH ORDER - FIRST BORN, LAST BORN, MIDDLE BORN

GRADES 2 - 6

Have students list the advantages of being born in one of these positions. With lower elementary level children, discussion can be used in place of a written test. Students should only write about their own position. After listing the advantages, the students should be encouraged to share some of their list with the class. Volunteers are best for this type of exercise.

In revealing the advantages to certain birth orders, it is hoped the student will develop a more positive attitude toward himself and his family.

Additional Comments:

Teachers may get some resistance from students when asked to tell the advantages of being born in one of the positions. Students fear that others will make fun of them. Teachers should discuss with students the advantages and disadvantages of each position. This exercise is very useful for teachers in that it gives them insight as to why kids use their free time as they do. Some children who are the youngest in their families may not be given as much responsibility in the home or may not be as adult-oriented as the oldest child in the family. The teacher can provide him/her with some form of responsibility in the classroom; such as attendance-taker or paper-distributor. The teacher can also make more of an effort to relate to that youngest child on a one-to-one basis and thereby provide that child an opportunity to relate satisfactorily with an adult.

EVERYONE HAS TALENTS

GRADES 2 - 3

Purpose:

To help the child learn to develop the talents he has.

Procedure:

1. Explain the meaning of talent through a group discussion. (Various things may be brought out such as being able to do something very well, plus the fact that we can't all be good at everything, but we all are good at something.) Then tell the children they will be able to tell the class what they think their talents are through pictures they will draw. They may draw themselves doing one thing or many things they think they do well. Give them the task of trying to do some of the things they drew, before the second session. Time for the first session - 20 minutes.
2. During the second session, give each child a chance to talk about his picture and what he has been doing with his talents. Have them tell what their feelings were while they were using their talents. Time for the second session 20 more minutes.

Additional Comments:

This activity can be done in conjunction with an art assignment.

EVERYONE HAS TALENTS

GRADES 4 - 6

An alternative to this activity for older children is to have them talk about their talent and possibly show it to the class. An example - a student can bring in a model airplane and discuss it with the class; or play a song on an instrument, etc.

THE PROUD WHIP

GRADES 2 - 6

Written by: Merrill Harmin, Kenneth Morrison, Bernard Nisenholz

Proud Out Loud: The Proud Whip

Feeling proud is a natural feeling, but many students have been taught that to display pride is unacceptable in our society. Since being proud of what one does usually makes a person feel good, wouldn't you like the students to feel good about themselves? Then try the proud whip.

Brief Description

The proud whip may be done in a typical classroom setting or in a small group. In a typical classroom setting, the teacher may perform a personal whip while taking role. In the process of taking role, the teacher could ask, "How many of you in the second row did something you were proud of in the last week?!!!"

When to Use This Technique

The proud whip may be done in a brief span of time. Any time you feel students are in need of feeling good about themselves or when they have particular reasons for being proud, introduce the proud whip.

Why Use This Technique

The proud whip enables students to better understand their feelings of pride, and since pride is an integral element of our values theory-to clarify their values. Also, the proud whip tends to generate an overall feeling of warmth and support in the classroom.

The proud whip also allows students to express themselves, and lets other students know what they feel proud about.

How to Use This Technique

1. Selection: A small group is usually better than a large group; so pick (1) anyone in the first row, (2) a particular reading group, (3) all of those who volunteer, (4) those wearing blue, etc.
2. Question: A question dealing specifically with pride. Ask students, "What have you done recently that you are proud of?" "How has something with which you are proud affected your life?"

THE PROUD WHIP - Continued

3. Accepting: Do not squelch a student's enthusiasm - students are proud of many things.
4. Whipping: Move around the group - each member has a chance to respond - others are not to comment upon the other students ideas.
5. Passing: Do not force anyone to answer, let a student pass if he chooses.

Sample

1. Take something out of your pockets, or notebook, or pocketbook, or desk which you are proud of.
2. Mention someone you know that you are proud of.
3. Relate one incident in your life that you are really proud of.
4. Relate an achievement you are proud of.
5. Something you said that you are proud of.

Suggested for Learning the Strategy

The proud whip is best learned by doing it.

Behaviors To Observe

1. Generation of Good Feelings: Being proud of what one does usually makes one feel good. Being proud is usually a pleasant feeling, so the proud whip should generate good feelings in a class.
2. Public Affirmation: All students have feelings of pride but many are hesitant to express or share these feelings. During the process of the proud whip, students should become more willing to publicly affirm.
3. Accepting and Understanding Feelings of Pride: Many students are reticent when speaking of pride. They, also, often have difficulty in accepting and understanding the expression of proud feelings by others. Encourage students to listen carefully and ask questions of others to further understanding.

THE PROUD WHIP - Continued

4. Timing: The teacher should be aware of school activities and student participation in them. After a basketball game or school play might be a good time for a proud whip.
5. Interest: An awareness by the teachers of students' interest may also be very useful in proud whips. For example, a student with a stamp collection or one who paints may be very proud of past or present accomplishments.

INDIVIDUAL APPROVAL

GRADES 2 - 6

In class, after an atmosphere of trust and respect has been developed, ask students to identify aloud three things they like about themselves or that they are proud of. If they find three things difficult at first, have them name one. If this is still difficult for them, go to another student but eventually come back to the student who couldn't say anything positive about himself. It is very difficult at first for many people to say positive things about themselves because we associate saying things about ourselves with self-centeredness. Everyone in the class should have a chance to participate.

Additional Comments:

This activity is more successful in Grades 2 and 3 when done in a circle with the children looking at each other.

I AM SPECIAL

GRADES 2 - 6

Each student should put his/her class picture into a book entitled "I AM SPECIAL." He is encouraged to save certain enrichments (assignments) he is proud of. Discussion of photo, essays and/or poems, science project reports, or any other material he may take pride in could find a special place in this book.

SHARING ONE'S FEELINGS

GRADES 2 - 3

Purpose:

To encourage children to talk about their feelings.

Procedure:

The teacher should ask the children to sit in a circle on the floor and close their eyes. The teacher should be a part of the circle also. Have the children think of a time when they were happy and ask them if they would like to share it with the class. Everyone should have the option to pass. After everyone has had an opportunity to share a happy time, have them close their eyes again and think of a time when they were sad.

The teacher can choose various feelings from the Feeling Vocabulary on pages 3 and 4. Some examples are:

"Think of a time when you were "afraid," or "brave," or "proud", etc.

CHECKING THINGS OUT

GRADES 2 - 6

Purpose:

To gain awareness of self and others; to compare one's responses to the group in a safe, structured situation.

Procedure:

Each student is asked to write out completion for stem sentences. Then the voting questions are asked about each question. Discussion is voluntary.

In Grades 2 and 3, this exercise can be done orally or students can draw their responses through pictures.

Stem Sentences:

1. What makes me happy is _____.
2. When I get angry I _____.
3. Right now, I'd like to be _____.
4. Sometimes I feel _____.
5. What makes me angry is _____.
6. Someone I really admire is _____.

Voting Questions:

For Quest. 1, How many put down something about another person?
How many put down something about a surprise?
How many put down something about being able to do something you like to do?
How many put down something about a friend?

For Quest. 2, How many put down something about another person?
How many put down something about not being able to do something you like to do?
How many put down something about doing something to another person?
How many put down something about doing something to some object?
How many put down something about being alone?

For Quest. 3, How many put down something about being in a certain place?
How many put down something about what they would like to be?
How many put down something about some place in this city?
How many put down something about some place out of the state?

CHECKING THINGS OUT - Continued

For Quest. 4, How many put down something about feeling pretty good?

How many put down something about feeling kind of lousy?

How many put down something about feeling super good?

For Quest. 5, How many put down something about another person?

How many put down something about a friend?

How many put down something about not being able to do something you want to do?

For Quest. 6, How many put down something about a sports star?

How many put down something about a television star?

How many put down something about a movie star?

How many put down something about a politician?

ANIMAL RACES

GRADES 2 - 3

Purpose:

To help children accept their strengths and weaknesses.

Materials:

Pictures, drawings, or stuffed animals of an eagle, a deer, and a turtle.

Procedure:

Tell children we are going to have animal races (for younger) or Animal Olympics (for older). Show the three animals as the contestants. Have a running, flying, and swimming contest with the animals by having the children discuss or act out the probable outcomes.

Discussion:

Suggested questions:

1. Should the turtle feel bad because he lost the running contest? Why or why not?
2. Should the eagle feel sad because he lost the swimming contest? Why or why not?
3. Should the deer be mad because he couldn't win the flying contest? Why or why not?
4. Do you ever feel bad, sad, or mad because you are not best at something? Should you? Why or why not?
5. Name something you can do well (reinforce positive statements about accomplishments).

COLORING ONE'S FEELINGS

GRADES 2 - 4

Purpose:

To give each child the opportunity to express his feelings and know that they are important.

Materials:

Pieces of colored paper.

Procedure:

In introducing the activity, explain that you will be talking about color words and how they make each person feel. Emphasize that each person's feelings are unique and be careful not to criticize the expression of any feeling.

Hold up a piece of colored paper and ask how that color makes one feel. Example: color - pink, Child's response - baby, Question: How do you feel about a baby?

Color words that could be used are red, black, pink, yellow, blue, green, orange, brown, grey (and any others you wish). Try to elicit each child's feelings and reinforce the expression of these feelings.

Variations:

1. Act out feelings of a given color and then discuss.
2. Act out a color and have the group discuss what color they think it is and why. Then find out what color the child was acting out and how he felt about it.
3. Write down feelings about each color and then discuss.
4. Use other words that elicit feelings such as warm, fire, cold, smart, hit, rain.

TALKING ABOUT FEELINGS

GRADES 2 - 3

Purpose:

To encourage children to talk about their feelings.

Procedure:

Children sit in a circle - assume a role, i.e. school of fish, herd of buffalo, tribe of Indians, etc. A leader, (teacher to begin with) becomes the whale, or whatever, and swims to one in the school and inquires, "Little fish, little fish, why are you so happy/sad?" The child replies, "I am happy/sad because _____ (fills in answer)". This child then assumes the role of the whale and swims to another fish.

After every child in the group has a turn, the teacher chooses one or two of the responses and has the children role play. The objective is to encourage children to express themselves and to feel at ease while doing so in front of their peers.

This last activity, role playing, may occur a little later in the day or in the week, depending how responsive the children are.

THE FEELINGS DIAL

GRADES 2 - 3

Purpose:

To stimulate here-and-now awareness of one's own and other people's feelings; to facilitate awareness of how one's behavior affects other people.

Procedure:

The teacher and student individually construct a circle which is divided into three sections (each of central angle = 120°). The students then label the sections HAPPY, SAD, and ANGRY. Selecting what they each consider a HAPPY color, they color the HAPPY section. Similarly, choosing what they consider a SAD color and an ANGRY color, the students and the teacher complete the coloring. By brainstorming and voting, the students then select a dial and a means of securing the dial, and then finish constructing their Feelings Dial. The students place their Feelings Dial someplace on top of or on the side of their desk. The teacher places his/her where every student can see it.

The extent to which the Feelings Dial is used is at the discretion of the teacher. Students might be asked to set their Feelings Dial each day upon sitting down at their desk. A discussion should follow centering upon one row of students; or possibly a particular student who expressed strong feelings that day. Every student should be given an opportunity to express their feelings at some time or another. Expression should be voluntary rather than mandatory. Whenever something occurs within the classroom which causes a change in someone's feelings, the person involved may adjust his/her dial. Occasional discussion thereof will help maintain student's awareness of their own and other people's feelings. For example, when a student is being too loud in class, the student might be happy and the teacher sad. After awhile, the teacher may become angry. When the teacher expresses his/her anger, the student becomes sad and the teacher happy because his/her anger is out and the student has quieted down. Discussion might follow.

Additional Comments:

The teacher should set aside a particular time each day to talk about feelings.

TENSION BAROMETER

GRADES 4 - 6

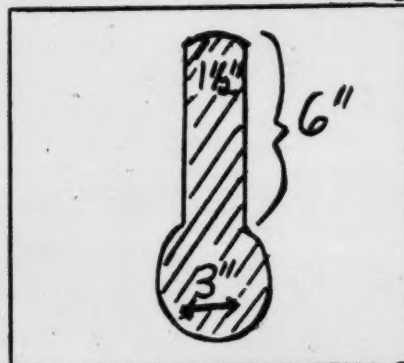
PURPOSE:

To stimulate here-and-now awareness of one's own and other peoples's feelings; to facilitate awareness of how one's own behavior affects other people.

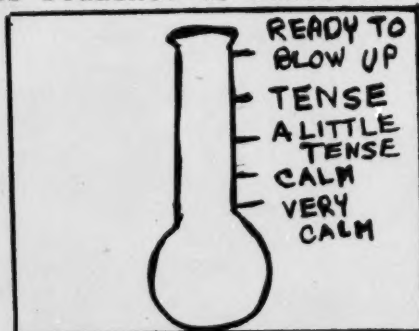
CONSTRUCTION

PROCEDURE:

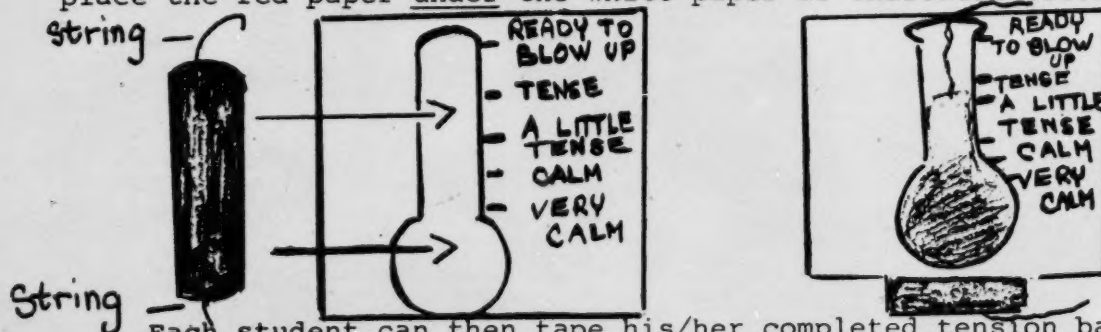
Teacher passes out $5\frac{1}{2}$ " X $8\frac{1}{2}$ " sheets of white paper. The teacher directs each student to cut out the area indicated by the shaded region. $5\frac{1}{2}$ "



Teacher then directs students to label their paper as indicated below:



Teacher then passes out sheets of red paper $3\frac{1}{2}$ " X $8\frac{1}{2}$ ". Students tape or staple an 8" piece of string to each end of the red paper and place the red paper under the white paper as indicated below.



Each student can then tape his/her completed tension barometer on his/her desk top. Tape should be placed in the corners of the white paper to secure the barometer on desk top. The teacher can place his/hers on a bulletin board or in a corner of the chalkboard where it is readily visible to all students.

USE: Whenever the teacher or student becomes significantly more tense or more relaxed, he/she can adjust his/her tension barometer accordingly. Discussion might follow on occasion. For example, if a student continues to talk out of turn in class, the teacher may become more tense and adjust his/her tension barometer accordingly. The student thereby becomes aware of how the teacher is feeling. At other times, the teacher may unintentionally pressure a student beyond his/her capacity. The student can express his/her anxiety by adjusting his/her tension barometer.

A discussion might follow concerning the teacher's need to pressure students to work and what constitutes enough and too much pressure from the teacher.

Additional Comments:

The teacher should set aside a particular time each day to talk about feelings.

FRUSTRATION

GRADES 4 - 6

Introduction:

Occasionally everyone feels the need to talk to somebody about something. At that time, a person is especially sensitive to other people. In such a situation, if the listener does not care at all, he can make the talker feel very put down and his self concept is lowered considerably.

Purpose:

To make students aware that everyone has the need to talk to someone at times and to sensitize students to the feelings of others and how they affect other people.

Procedure:

Somehow get the cartoon to each student, perhaps by reproducing a copy for each or perhaps by having a talented student sketch the cartoon series on the blackboard. After students have seen the cartoon, the teacher can facilitate a discussion. If unstructured discussion does not lead to the meaning of the cartoon, teacher can use the discussion questions listed. (See cartoon on following page.)

Possible Discussion Questions:

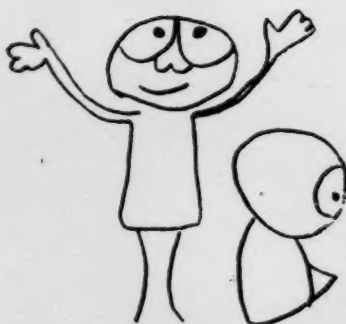
1. What is the person sitting down interested in at the moment?
2. How does the standing person feel at first?
3. How does the standing person feel at the end?
4. Why is it important to be a good listener?
5. Who can you go to when you feel like talking about something?
6. Would you consider this person a friend?
7. Why is it important to have someone you can talk to?
8. How many of you have ever felt the need to talk to someone?
9. How many of you have ever felt put down like the character in this cartoon?
10. How many of you have ever made someone else feel put down?

FRUSTRATION

by Jim Crane



There is so
much inside me



worlds
and seas
and empty
places



I need to
tell it to
someone.



But when
I try, I feel
you're not there
somehow.



I think
I'm getting
a corn.

HERE AND NOW WHEEL

GRADES 4 - 6

"Here and Now Wheel" (Value Clarification)

Source: Idea from Simon & Harmin,
Value Clarification Workshop
Downer's Grove, IL 4/24-4/25/71

Goal: Facilitate openness and honesty of feelings.

Group Size: Group could be unlimited, although the exercise is accomplished in pairs.

Time Required: Approximately 10 minutes (or less)

Materials Utilized: None required

Physical Setting: Individuals in pairs close to each other (but not too close).

Process:

1. Person "A" asks Person "B" to give four words that express how he or she is honestly feeling at that moment.



Note: "Here and Now Wheel" could be drawn and each quadrant filled in with a word.

2. Person "A" then asks Person "B" to use one of the words in two sentences.
3. Depending upon the pairs, they may wish to discuss at this point.
4. The roles might then be reversed.

NOTE: At this point, the above information should remain within the pairs. This could help facilitate trust, rapport, etc.

FEELINGS CONTINUUM

GRADES 4 - 6

The following is a list of feelings. Have students mark on the scale, from 0-5, the way they feel most often.

The list should be limited to 5-10 feelings per sheet. In this way, the student can more fully evaluate each feeling. A follow-up to this activity would be the teacher discussing each and having students suggest alternative ways of handling some of the feelings.

A few words may be beyond the vocabulary of some of your students, so choose accordingly.

Feeling of:

Anger	(have none) 0 -----5
Being trusted	0 -----5
Love	0 -----5
Jealousy	0 -----5
Boredom	0 -----5
Happiness	0 -----5
Being accepted	0 -----5
Friendly	0 -----5
Hate	0 -----5
Curiosity	0 -----5
Sadness	0 -----5
Self-respect	0 -----5
Concern	0 -----5
Sincere	0 -----5
Confident	0 -----5
Enthusiastic	0 -----5

FEELINGS CONTINUUM - Continued

Ambitious	0 -----5
Trusting	0 -----5
Accepting others	0 -----5
Frustrated	0 -----5
Fear	0 -----5

NON-VERBAL COMMUNICATIONS

GRADES 2 - 4

Purpose:

To develop an understanding that each person is an individual and has his own feelings.

Group Size:

No larger than six.

Materials:

Potter's clay or modeling clay and newspaper, water.

Procedure:

Cover the table with newspaper. Give each child a sizeable amount of clay. (If you are using Potter's clay, explain that it may dry out, and the water will keep it pliable.)

Express that the children are to non-verbally express how they feel when a word is spoken to them. They are to use their hands, and they may do anything to the clay they wish, as long as they harm no one nor damage anything in the room.

Some words used may be: happy, angry, excited, frustrated, dark, bright, red. Refer to Feeling Vocabulary at front of book.

Do not try to present too many words at one single session. After each word has been presented, and the children are satisfied with their creation, have them talk about it, and tell how they felt.

If some children do not respond to one word, another may work.

Develop the concept that each person has his or her own feelings.

IF I COULD BE

GRADES 2 - 3

Objectives:

The purpose of this activity is to help students get a better perception of how they see themselves, how they see others, and how others see them.

Time:

Varies with the number of students in a group. About 25 minutes.

Description of Task:

Draw up a number of cards with the names of animals on them. Bring the cards to the group and ask members, "If you could be an animal, what kind of animal would you be?"

Hold up the cards -

BEAR CAT DOG LION GIRAFFE BIRD LAMB TIGER

--etc., and let students choose and tell why, i.e., "What kind of characteristics do you see in a bear that you like?" Then have members choose a card of an animal most like what they think they are. If the climate of the group permits, the teacher might ask one member to be "it" and ask other members to choose two animals (cards) which they think best fit the individual who has volunteered for this role the first time. This method gives members a chance to talk about and understand themselves and others in an indirect, sometimes entertaining and, possibly, less threatening way. This might be continued into another session, depending on the interest and progress of the group.

Evaluation:

Did the students feel this was an effective or ineffective method of perceiving others as well as themselves? Why?

SECRET FRIEND

GRADES 2 - 6

Purpose:

Learning to get along with age mates; being friendly to others.

Procedure:

Each child will draw the name of another child in the room. During the next one week, he will be this person's "secret friend".

At the end of the one week period, children will take turns identifying who they think was their "secret friend" and tell what behavior leads them to think this.

Success of this activity, in part, can be measured by the readiness of children to share their experiences and react to the exercise.

An interesting side effect to watch for is the number of "wrong guesses". This activity should not only make the "secret friends" more ready to help others but should also alert all the children to be aware of small kindnesses done to them in an incidental fashion. The guru says, "Blessed is the program in which nobody can find the secret friend because everybody is friendly".

Additional Comments:

In some grades, this activity makes a good opening for discussions on getting along with, and being nice to, persons of the opposite sex. "Children came to the conclusion that they should see each other as human beings and that it should be as easy to do things for those of the opposite sex as it is for their own sex."

Some teachers feel that they have better success with this activity when boys draw boys names and girls draw girls names.

Warning: Some children will have trouble realizing that this works best if the names are kept secret. Also, in one class, the kids had the idea that the way to be a friend was to give their secret friend small gifts. Emphasize doing and being rather than giving.

In explaining this activity to students, the teacher should give some examples to the class as to what nice things they could do for their secret friend.

BUILDING WHOLESOME ATTITUDES

GRADES 3 - 6

Purpose:

To help students develop self-awareness of their own behavior. To facilitate interaction between students.

Procedure:

Each student's name is placed on a name card and then these cards are handed out randomly to the children. The teacher should instruct the class not to tell other class members whose name they have. Each student should attempt to "become" the person whose name he/she has. Ask the students to study the person whose name they have for several days; i.e. the way they dress, talk, facial expressions, mannerisms, etc. After a few days, ask each student to act like that person, through role playing, while the rest of the class tries to guess who the role player is pretending to be. The class should take notes on their guesses, and then discuss their guesses along with the behavior which prompted those guesses.

Taken from: Becoming Myself, by Walter J. Limbacher, Ph.D.

STUDENT AND PEER ASSESSMENT*

GRADES 5 - 6

Goal: The student rating form and peer rating form can help a teacher find out how a student feels about himself and the people around him. It allows the student to identify for himself what kind of person he or she is and also allows him to evaluate others. It could be interesting to the students if, after identifying themselves on the student rating form, they were told how others may see them on the peer rating form.

The student should sign his name to the student rating form but is not required to sign his name to the peer rating form. Behavioral types are listed in parentheses at the beginning of each paragraph.

Group Size: Classroom size

Time Required: 15-20 minutes

Material Required: Student Self-Rating Instrument and/or Peer Rating Instrument

Physical Setting: Classroom

*Teaching for Thinking, Raths, Wassermann, Jonas, and Rothstein.

STUDENT AND PEER ASSESSMENT - Continued

SELF-RATING INSTRUMENT

Student's Copy

Name _____

1. A lot of times, when I want to get something done, I can figure out what it's got to be like when I'm finished, but nothing I do seems to get me there. I can't seem to figure out the way to do it. I'll think a little and try one way. When that doesn't work I'll think some more. Then I'll try another way, and that won't work either. There seems to be a lot of ways to start, but I'm never sure which way will get me where I want to go. Somebody will try to explain the way to do it to me, but it's hard for me to understand, even when they say it a few times. It always looks as if everybody gets things done before I do.

This is me. _____ This is me sometimes. _____

This is not me at all. _____

(Misses the Meaning)

2. When somebody is explaining something, a lot of the time I think that I understand what he said, but when I try to say it back or explain it to somebody else, I find that I missed the point. Sometimes when I'm trying to figure out what something means I don't get anything out of it, while everybody else gets it easily. Sometimes the gang laughs at some joke and it doesn't sound funny to me at all. A teacher can tell us carefully what we have to do, but I'm never sure I'll get it right. When I have reading for homework, I read every word, but still sometimes I don't have any idea of what the book is saying. I try to study hard, but I don't seem to get out of it what other people get out of it.

This is me. _____ This is me sometimes. _____

This is not me at all. _____

(Rigid, "In-a-Rut")

3. When something has to get done I like to do it the way I've done things before. I don't like new ways of doing things. I know that if something has worked before, it will work again. I don't like it when I'm in a group and everybody is trying to figure out a different way of doing something. It seems to me nothing ever gets done that way. Somebody will say, "Let's try it this way." I will answer, or I would like to answer, "What's wrong with the old way?" With all the things there are to do, I don't think we'd ever get anywhere if we didn't have some kind of a regular way of doing them.

This is me. _____ This is me sometimes. _____

This is not me at all. _____

STUDENT AND PEER ASSESSMENT - Continued

(Overly Dependent)

4. When I get stuck in my work, I look around for somebody to help me. Sometimes it's hard to get started, because I'm not sure about what I'm supposed to do. Then somebody explains it to me and it's all right--I go ahead till I get stuck again and need more help. Everything always seems to work out for me after it's been explained, but I need a lot of help. Sometimes somebody tells me that I should try to figure things out for myself, but what can you do when it won't work out? You have to ask for help. If people want to help you, I don't think there's anything wrong with asking them for help.

This is me. _____ This is me sometimes. _____

This is not me at all. _____

(Loud, Dogmatic and Overly Assertive)

5. I like to come right out with what I think. People tell me that I think I'm always right about everything I say. Also, they say I'm pretty loud about it, and even yell sometimes. Once in a while, that hurts somebody's feelings, but I can't help that, if what I'm saying is the truth. Truth is the important thing. Maybe I should be nicer to people, but if I think something is true, I have to say it, don't I? Sometimes that means that I really have to argue with them, but I want to show them what my ideas are. I know what I know.

This is me. _____ This is me sometimes. _____

This is not me at all. _____

(Impulsive)

6. When I want to do something, I always like to get to it right away. When I have to decide about anything, I make my decision quickly. Sometimes when I think about it, I decide that I might have done it another way, but that doesn't matter the next time. I'll still do the first thing that comes into my head, usually. It does turn out, once in a while, that I've done something the wrong way, or that it could have been done better, but I don't like sitting around. I like to do things all the time.

This is me. _____ This is me sometimes. _____

This is not me at all. _____

(Under-confident)

7. I don't talk much in class. When I get an idea, I don't like to talk about it. Maybe it's a wrong idea and people will laugh at me. When the teacher asks a question, I sometimes think of a good

STUDENT AND PEER ASSESSMENT - Continued

answer. But I am afraid to say it. I'm afraid that the teacher and the other children will think that I'm not very smart.

This is me. _____ This is me sometimes. _____

This is not me at all. _____

(Anti-think)

8. I like doing things. I don't like to think about why I'm doing them, or how I'm doing them. A lot of people like to think about everything before they do it. This makes me mad. It's a waste of time, and can even get you all fouled up. I always say, "If you have a job to do, just go ahead and do it."

This is me. _____ This is me sometimes. _____

This is not me at all. _____

When distributing the Peer Rating Instrument to students explain to them that the pronoun he, as used in the instrument, refers to either male or female.

PEER RATING INSTRUMENT

Name _____
(Optional)

1. A lot of times, when he wants to get something done, he can figure out what it's got to be like when it's finished, but nothing he does seems to get him there. He can't figure out a way to do it. He thinks little, and tries one way. When that doesn't work, he'll think some more. Then he'll try another way, and that won't work either. There seems to be a lot of ways to start, but he's never sure which way will get him where he wants to go. Somebody might try to explain to him the way to do it, but it is hard for him to understand even when he is told a few times. Everyone gets things done before he does.

This is _____.
This is _____.
This is _____.
This may be _____, but I'm not sure.
This may be _____, but I'm not sure.
This may be _____, but I'm not sure.

2. When somebody is explaining something, he thinks that he understands what is said, but when he tries to say it back, or to explain it to somebody else, he finds out that he missed the point. Sometimes he tries to figure out what something means, but he doesn't get anything out of it, everyone else seems to get it easily. Sometimes the gang laughs at some joke and it isn't funny to him at all. When he is reading he reads every word, but sometimes he doesn't have any idea of what the book is saying. He tries to study hard, but he doesn't seem to get out of it what others do.

This is _____.
This is _____.
This is _____.
This may be _____, but I'm not sure.
This may be _____, but I'm not sure.
This may be _____, but I'm not sure.

3. When something has to get done, he likes to do it in the same old way. He doesn't like new ways of doing things. He knows that if something has worked before, it will work again. He doesn't like being in a group where everybody is trying to figure out a different way of doing something. Somebody will say, "Let's try it this way." He will answer, "What's wrong with the way we always used to do it?"

PEER RATING INSTRUMENT - Continued

This is _____.
This is _____.
This is _____.
This may be _____, but I'm not sure.
This may be _____, but I'm not sure.
This may be _____, but I'm not sure.

4. When he gets stuck in his work, he looks around for somebody to help him. Sometimes it's hard for him to get started because he is not sure about what he is supposed to do. Then somebody has to explain it to him. He goes ahead until he gets stuck again and needs more help. Things usually seem to work out for him after they have been explained, but he needs a lot of help. Sometimes we try to tell him that he should try to figure things out for himself. He feels that if people want to help him, there is nothing wrong with asking for help.

This is _____.
This is _____.
This is _____.
This may be _____, but I'm not sure.
This may be _____, but I'm not sure.
This may be _____, but I'm not sure.

5. He likes to come right out with what he thinks. He also thinks that he is always right about everything he says. Sometimes he is pretty loud about expressing his opinions, and, at times, he will even yell. Once in a while, he hurts someone's feelings, but he says that he can't help it, because what he is saying is the truth. He thinks that maybe he should be nicer to people, but if he feels that something is true, he has got to say it. At times, he really gets into a big argument. He says, "I know what I know." He has to show everyone what his ideas are.

This is _____.
This is _____.
This is _____.
This may be _____, but I'm not sure.
This may be _____, but I'm not sure.
This may be _____, but I'm not sure.

6. When he wants to do something, he always likes to get to it right away. When he has to decide about anything, he makes his decision quickly. Sometimes when he thinks about it, he decides that he might have done it another way, but that doesn't matter the next time. He still does the first thing that comes into his head. It does turn out, once in a while, that he has done some-

PEER RATING INSTRUMENT - Continued

thing the wrong way, or that it could have been done better, but he does not like sitting around. He likes to keep doing things all the time.

This is _____.
This is _____.
This is _____.
This may be _____, but I'm not sure.
This may be _____, but I'm not sure.
This may be _____, but I'm not sure.

7. He doesn't talk much in class. When he gets an idea, he doesn't like to talk about it. Maybe it's a wrong idea and people will laugh at him, he thinks. When the teacher asks a question, he may think of a good answer, but he is afraid to say it. He is afraid that the teacher and the other children will think that he is not very smart.

This is _____.
This is _____.
This is _____.
This may be _____, but I'm not sure.
This may be _____, but I'm not sure.
This may be _____, but I'm not sure.

8. He likes doing things. He doesn't like to think about why he does them, or how he does them. He says, "A lot of people like to think about everything before they do it. But this makes me mad." He thinks that thinking things out and planning is a waste of time, and that it can sometimes get you all fouled up. He feels that if you have a job to do, you just go ahead and do it.

This is _____.
This is _____.
This is _____.
This may be _____, but I'm not sure.
This may be _____, but I'm not sure.
This may be _____, but I'm not sure.

GLASSES

GRADES 3 - 6

Participants pretend to or actually look through a pair of glasses. Purpose is to show (1) there are different ways of seeing the same situation, and (2) that one's state of mind or feeling influences one's perceptions--each person creates his own world out of his own perceptions.

Part I

1. Draw two vertical lines of different lengths.
2. Ask students what they see.
3. Next try to imagine these lines as two telephone poles. Ask them what they see.
4. Next have them think of the lines as two different lengths (again many students indicated they found this difficult because they still saw the lines as telephone poles which are the same length).
5. Point to be made is that often when you have a certain idea or feeling, it's difficult to see something in another way.

Part II

1. Teacher holds up two pair of sunglasses. One pair he labels as suspicious glasses. When a person wears them, he regards whatever he sees or hears with suspicion.
2. Ask for volunteer to wear glasses.
3. Invite questions from class; volunteer should act suspicious. Investigate this feeling for awhile.
4. Teacher holds up second pair of glasses, which are rose-colored. They make whoever wears them feel: "No matter what anyone says to me, I know they really care for me."
5. Teacher asks for volunteer. Anything that is said must be interpreted in a favorable way.
6. Invite questions and comments from class.
7. Have volunteer react to the questions and comments in a positive manner.

GLASSES - Continued

Part III

To sum up the lesson, the teacher may ask the children to make a list of different types of glasses people might wear.

Possible list:

- | | | |
|---------------------|--------------------------|---------------------|
| 1. Grouchy | 15. stubborn | 24. age glasses |
| 2. gloomy | 16. contented | a. adult |
| 3. helpful | 17. things-aren't-that | b. children |
| 4. scared | bad glasses | 25. put-down |
| 5. boasting | 18. curious | glasses |
| 6. show-off | 19. happiness | 26. secluded |
| 7. probing | 20. proud | glasses |
| 8. boyish | 21. impatient | 27. "cool", |
| 9. girlish | 22. everything-will- | "tough" |
| 10. sissyish | turn-out-all-right | 28. studios |
| 11. yes-y | 23. skin colored glasses | glasses |
| 12. flirtatious | a. white | 29. bossy glasses |
| 13. hateful | b. black | 30. serious glasses |
| 14. nobody-loves-me | c. native American | |

Additional Comments

This activity works best with younger children if you make your own glasses and write on each pair what each represents and have the child role play each feeling. This exercise has been used successfully at the lower elementary grades by some teachers, but a few have indicated that lower elementary children are confused by it.

Part IV

A follow-up lesson would be to have one student stimulate a conversation with another student who is wearing a particular pair of glasses. The student wearing the glasses would role play how he/she would respond to that person's question while wearing different kinds of glasses.

For example, here are a few questions (stimulus) that the student wearing the glasses could respond to:

"Hi! How are you?"

"What time is it?"

"I like your shoes. Are they new?"

The student wearing the glasses must pretend that they really feel the feeling involved. If the student wearing the glasses has difficulty with the role, ask for another volunteer. The same stimuli can be used for a number of different glasses. A discussion can follow concerning a person's freedom or lack of freedom to respond to any given stimulus in whatever manner they choose. One major emphasis in the discussion might be the consequences of wearing each particular kind of glasses. Another might be the motto "Free to be what I want to be", i.e. self determination.

GLASSES - Continued

Part V

1. Another variation of glasses is to have the students respond in a couple of sentences to their feelings about a given situation when looking through a particular pair of glasses.
2. E.g., gloomy glasses, happiness, ornery, tired, react to a hippie, to the mayor, to a television star, a call to report to the principal's office.
3. Some people find it hard to wear certain glasses. Possible questions the teacher may ask to clarify this:
 - a. Why is it hard to write or talk about the glasses you usually wear?
 - b. Is it harder sometimes to write or talk about the glasses you usually wear?

Part VI

1. Students are asked to state movie or T.V. characters who wear one-way glasses: possibly--Batman, Matt Dillon, Charlie Brown, Lucy, Archie Bunker.
2. Volunteers (number picked by teacher - no more than five) are all asked to put on different glasses and react in a given situation (e.g. - gloomy, hateful, helpful, probing, proud, etc).

Part VII

1. This type of glasses is the strong-point glasses. It should be pointed out that these are very difficult for some people to wear, and if a volunteer runs out of positive things to say about himself, he is to feel free to admit it and ask the class for help in finding additional strong points.
2. These glasses enable them to seek out the most positive qualities in themselves and in others.
3. Students may be reminded to talk only about their strong points and not just things they like to do.
4. Possible questions and points a teacher might use to bring the whole concept of "glasses" to a conclusion:
 - a. Why are these glasses (strong-point) so difficult to wear?

GLASSES - Continued

- b. We are often taught to look at the worst in ourselves and others; to be overly critical. When we wear only one-way glasses or only a few pairs of glasses--that is, critical or put-down glasses--we see only a piece of the world. The more different kinds of glasses we are able to wear, the more we are able to see.

GRIPE SESSION

GRADES 4 - 6

Purpose:

To provide students and teacher with a time and place to ventilate dissatisfaction, frustration, and/or disappointment and possibly eliminate the future occurrence of these said feelings.

Procedure:

The teacher sets aside a time period during which students may express any gripes they might have. Five to ten minutes will usually suffice. Teachers might start the session with a question such as "What are some things that are going on that you dislike alot?" Any and all gripes, complaints, expressions of dislikes or anger are accepted. Everyone is asked to listen and try to capture the feelings of the person who is speaking. If a student expresses dislike or anger for another person and this leads into an assault upon that person's character and personality, the student should be redirected towards expressing what specific behavior aggravates him/her and how it makes him/her feel. Everyone who wishes to, should be given an opportunity to gripe. Care should be taken that one or two people do not continually monopolize the gripe sessions. Occasionally, however, one student may have a very strong repressed feeling which he/she wishes to express. The entire class might sacrifice their time for this person on that particular occasion.

Additional Comments:

One teacher who scheduled gripe sessions with his students observed the following effects:

1. Anxious students calm down.
2. Over-active students settle down.
3. Withdrawn students come forth.
4. Behavior problems decrease significantly.
5. Students are ready for schoolwork after each gripe session.

SELF CONCEPT

GRADES 4 - 6

Directions:

1. Pass out sentence stems as given below but using only three or four questions in each session.
2. The teacher may want to start the group by expressing how he or she completed the stem. If the group does not seem to want to get involved with this exercise, it is best to discontinue and try at another time. The classroom atmosphere is very important when working this activity.

A.

1. When I enter a new group I feel
2. When people first meet me they
3. When someone does all the talking I
4. I expect a leader to

B.

1. In a group, I am most afraid of
2. I am hurt most easily when
3. I feel left out of a group when
4. I trust those who

C.

1. I feel closest to others when
2. I feel loved most when
3. My greatest strength is
4. I am

"THE FARAWAY ISLAND"

GRADES 5 - 6

Purpose:

To have the students explore what factors make some people more significant than others.

To uncover what students value or look for in others.

To bring to consciousness significant assumptions about how and why he/she chooses his/her friends.

Directions:

Assume that you have to spend the rest of your life on a remote island with just six people and no one else. Imagine that! None of these six people can be anyone you already know, but you are allowed to specify what they should be like. What kinds of people would you pick to live the rest of your life with? You might think about how old they'd be, their sex, the things they'd like to do and the things they wouldn't like to do, their personalities, their looks, or any other qualities. Assume, also, that all your basic needs are taken care of, so you don't have to scrounge around for food, clothing, and shelter. All you have to do is describe as fully as you can what the people you'd choose to live with would be like.

Persons: 1.
 2.
 3.
 4.
 5.
 6.

Teacher follow-up questions:

1. Are the island people very different from your friends?
2. If so, what might that tell you about yourself?
3. Write an "I learned statement" about yourself in reference to the island group and the here-and-now group (your friends).
4. In what way would you want to change the people you spend your time with.

ALTERNATIVES TO DRUGS/ALCOHOL

GRADES 4 - 6

Purpose:

To indicate some alternatives to alcohol/drugs.

Procedure:

The teacher decides whether to base the lesson on alternatives to drugs or on alternatives to alcohol or both. The teacher then explains that some reasons people take alcohol (or drugs) are to feel good, to enjoy themselves, to have a good time and to get good feelings. The teacher then raises the question, "What else can you do to get really good feelings?" Brainstorming is then utilized and student responses are written on the blackboard by the teacher or by a volunteer student.* The teacher insures that each response is accepted rather than evaluated, criticized, etc. Should students begin to deal with the issue of the reasons people abuse drugs, the teacher might stimulate and facilitate the discussion. Having developed a non-evaluative, trusting atmosphere, the teacher can promote honest, open, relevant, in-depth discussion of this topic.

*Brainstorming is explained in The Drug Information Package.

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